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ABSTRACT

This paper presents recommendations for the facilitation and acceptance of change to remove sex bias and discriminatory practices in vocational education. They are based on the review of theory and research relating to attitude and behavior change, information about various equity programs, and results from the statewide survey of vocational education directors conducted by a Florida project. (The project is described in CE 028 424.) The three major sections of the paper address the three processes involved in the implementation of equity: assessing needs, identifying the role of and training change agents and choosing an appropriate change strategy, and evaluating the whole process to insure its effectiveness. In the fourth section recommendations are made. Choosing an appropriate change strategy is first considered with focus on such topics as issues involved in implementing an attitude change program, needs assessment, linkage, and evaluation. Following a brief discussion of the six stages in planning for change, twelve general recommendation for attempting to change sexually biased attitudes are listed which were made by states which have successfully implemented sex equity programs. Results of a survey of Florida's vocational education directors regarding their perceptions of strategies and activities successful for implementing sex equity are then summarized. Specific recommendations for various target groups are presented. The administrator's sex equity survey is appended. (YLB)

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ED200742

Final Report

Project No. DVE 9-1C16

From March 1, 1979 to June 30, 1980

Recommendations for the Acceptance of Equity Programs

Department of Home and Family Life
College of Home Economics
Florida State University
Tallahassee, Florida

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June 1980

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

CE 028 428

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Introduction

After reviewing the attitude change literature and successful programs and strategies for implementing equity, it become clear that a simple listing of recommendations for the facilitation and accepatance of change does not do justice to the problems of sex bias and discriminatory practices. The implementation of equity involves an ongoing process of assessing needs, identifying and training change agents and evaluating the whole process to insure its effectiveness. Within the framework of change as an ongoing process, meaningful and workable recommendations can be made. The next three sections of the paper will address these processes, which will be used as a basis for recommendations concerning equity within vocational education.

Needs Assessment

Before an attitude change strategy is initiated, specific needs must be assessed. If sex discrimination is identified as a problem area, the reasons behind the discrimination must be determined. These may range from a student's perception of family and career as being incompatible to local employers being unwilling to hire competent students of the sex not traditionally associated with a given job. In identifying discriminatory behaviors, the following areas are of particular concern: counseling and guidance, instructional programs and materials, student recruitment and

services, and the attitudes of personnel, students, parents, and employers.

Florida vocational education directors were asked to identify the single most important factor hindering the implementation of sex equity in vocational education in their county. The following factors were mentioned repeatedly: tradition, vocational counseling, staff attitudes, students' attitudes, and employers' attitudes.

These factors are consistent with those identified in the review of projects and attitude change strategies in use across the country. Essentially, these problems center around the enforcement of regulation requirements. In some states, failure to comply with equity mandates results in the loss of accreditation. Thus, the incentive for incorporating non-discriminatory practices in existing institutions is quite high.

Because several different factors can inhibit sex equity, institutions must be sensitive to barriers that may exist within their institution. To be most effective, needs should be identified by individuals working in the institution. Thus, the process of assessing needs on the local basis should be designed for the specific situation.

One factor that varies situationally is environment. Based

on the equity projects reviewed in Part II, it was apparent that the environment -- rural or urban -- was a significant factor in planning equity projects. Rural areas frequently experience community resentment and urban areas frequently experience staff resentment. One reason for this is attitudes and behaviors are encouraged and supported by peer groups. In rural areas, an entire community can function as a peer group. In urban areas, individuals are more likely to be influenced by the people they interact with (e.g., other staff members) than they are by the community at large. Thus, in completing a needs assessment as part of a plan for an equity program, it is important that needs unique to rural and urban environments be considered when planning the data collection instrument as well as in planning implementation strategies.

The Change Process

Identifying and overcoming barriers and identifying and training change agents are important components of the change process. In Part I of this project, specific strategies and theories of change were reviewed. In addition, specific change-supporting forces within society were identified, including the encouragement of greater freedom and equal opportunity for women, the need for two incomes, familily planning, legislated

requirements at the state and federal levels, and advertising and the mass media.

Many of these societal changes are apparently facilitating the implementation of some of the equity programs; however, sexually biased attitudes are still a barrier in many areas of education. Florida vocational educators identified biased attitudes (counselors, faculties, students, parents, and employers) as the main barrier to sex equity in vocational education in Florida. Thus, it appears there is a need to change attitudes in order to implement equity programs successfully.

Many social researchers have studied attitude change (see Part I). As a result of their work, changing attitudes is viewed as a process with distinguishable components. Before attitude change can occur, conditions conducive to change must be established. This involves both overcoming barriers to change and creating a need for change. Once appropriate conditions are established, a theory or strategy for change must be selected and implemented.

In choosing a change strategy, it is important to recognize that individuals or groups of individuals must change before change is evident in an organization. Also, changing organizations involves both time and a high level of interaction and commitment. Once change has occurred, the new attitudes must be stablilized by constructing supports which will maintain them.

The change process is best implemented by an individual who understands the process of change. This individual or

group is called the change agent. The change agent can be a local individual(s) or an outside consultant(s) who not only initiates change but also has a sense of the processes of problem-solving, innovation, and project planning. The change agent provides a link with the right resources and persons. The change agent exerts pressure to change while remaining aware of the reasons that people are resistant to change.

Change agents may be internal (e.g. an interested staff member within a district), external (e.g. an outside consultant), or a team consisting of both internal and external members. The most successful change agent is the one who is acceptable to the target group and/or area. In Florida, based on the vocational education directors' survey results, internal change agents were viewed as desirable by 33% of the directors, external change agents were viewed as desirable by 33% of the directors, and a change agent team consisting of both internal and external members, was viewed as desirable by 20% of the directors. Fourteen percent of the directors failed to indicate a preference.

The greatest push for change typically stems from local change agents; therefore, change agents should actively be recruited from all levels of a system (e.g., administrators, counselors, students, teachers, parents, employers, etc.). Change is most effective when those involved can help identify problems and alternative solutions.

Change agents typically use one of five tactics. The first is <u>direct involvement</u>. Direct involvement involves: 1) recipents in the diffusion-adoption process, 2) competition related to the

adoption of innovations, and 3) recipients involved in educational activities as a means of creating a disposition for adoption. Creating a disposition toward adoption is a passive tactic that has had mixed results. Basically, the tactic of direct involvement elicits the help of those involved. For example, if staff members of a vocational high school wanted to develop a sex fair curriculum, this could be facilitated by involving individuals associated with the school (e.g. teachers, students, counselors, etc.) in the design of the new curriculum. Certain teachers might be asked to pilot test a newly developed lesson, while students are asked to develop a bullentin board display.

The second tactic is to encourage project continuity through consistent follow through. This could involve progress reports and verbal sharing of successes. This type of activity could easily be included in regularly scheduled faculty meetings.

The third tactic is to involve interested individuals and groups in the change process. This strategy involves: 1) presenting the innovation in such a way as not to arouse the interests for an opposing group; 2) inducing the interested group to accept the innovation in exchange for some desired resource; and 3) involving the group in the decision-making process. One way this can be accomplished is to have interested persons serve on a committee that both identifies problem areas and makes recommendations for change.

The fourth tactic is to enlist the support of the group leaders.

Group leaders are the opinion leaders or respected members of an organization. They may be asked to serve as intermediaries, i.e., they may be asked to discuss equity issues with their peers.

The fifth tactic is to provide both individuals and groups feedback about tasks and personal observations. This type of reinforcement can be used to both change attitudes and to stabilize new attitudes. For example, administrators may use positive reinforcement techniques with teachers who are actively engaging in creating sex fair classroom climates. These techniques may include praise, asking other teachers to vist and observe the classroom, etc.

Change agents should also be able to facilitate both immediate and long term change. Immediate changes are relatively easy to create. For example, role play activities have been used extensively in attitude change workshops. Once a logical argument is presented, participants frequently change their verbalized attitude(s). This change may last for several days. The attitudes changed rarely remain changed once the individual is back in his/her daily routine. Long-term, enduring change can be supported and new attitudes stabilized through discussing the new attitudes frequently enough to insure they are remembered, discussing the consequences of holding certain attitudes, preventing the new attitude from being changed, and enhancing each individuals' feelings of being personally responsible for the change.

The change agent may either attempt to engage in all of these activities alone or attempt to involve other interested individuals. For example, if a principal could be interested in supporting a long term attitude change, the issue of sex equity could be briefly addressed during regularly scheduled faculty meetings. A few minutes of each meeting could be devoted to discussing the progress of students in non-traditional training, the success rate of placing students into jobs, the number of new students recruited, the use of sex-fair curriculum materials, etc. Positive reinforcement techniques could be used on an individual basis to enhance each individual's feelings of being personally responsible for creating a sex-fair environment. Encouraging teachers to discuss sex fair teaching techniques they have found workable is another tactic principals and/or change agents could use to stabalize attitude change.

In addition to the tactics used by change agents, the projects summarized in Part II used a variety of change strategies. These strategies can be summarized as either empirical-rational, normative-reeducative, or power-coercive.

In the empirical-rational strategies, change results from a change in technology or information. For example, learning that a local company has successfully employed women in a non-traditional area and that the company now prefers to hire women in this area could result in a curriculum change at the local vocational school, i.e., the school could decide to train women in the area employed by the company.

In the normative-reeducative strategies, change occurs through an alteration in the existing system. An example of this for vocational education would be a recruitment program that successfully enlisted a large number of females.

In the power-coercive strategies, change results from external pressures and requirements and is systematic rather than individual. An example of this would be a state requirement that a vocational school, in order to remain certified, have a female enrollment of 20%.

Specifically, what approaches or strategies have been successfully implemented? The list is quite long; however, it will be included to provide the reader with a sense of the variety of available approaches.

Attitude change strategies which have been shown effective include the following: counseling programs, curricular programs, career planning awareness programs, in-service workshops, conferences and seminars, materials revisions, making self-help information available, team-building-directive change and confrontation, self-studies and needs assessment, sourcebook development, recruitment into non-traditional vocational education programs, monitoring the progress of females in non-traditional programs, instructional models, demonstration projects, displays and brochures, newsletters, teacher training in non-sexist educational strategies, and the development of networking skills.

This final strategy, the development of networking skills,

is essential for long term attitude change. Networking is a strategy which connects people, institutions, agencies, and the like in such a way that they exchange information and resources to solve problems and implement change. Networking is intimately involved with the linkage process, which is the vehicle which allows the connectedness to occur. In other words, change relies on interaction and networks are built on an interactive basis.

Networking can be accomplished on both personal and non-personal bases. An example of a personal base is the change agent. One function of the change agent is to link people together for mutual gain and support. An example of a non-personal base is a newsletter. A newsletter can serve to make its readers aware of new resources, materials, and ideas. Basically, the networking process can function to link the different groups involved in vocational education (e.g., administrators, teachers, counselors, students, state staff, etc.) together.

In summary, attitude change is an ongoing process that must occur at all levels of a system and that can result in short term and/or long term change. Four factors involved in long term attitude change have been identified. First, attitude change within the educational system is very difficult. Typically, a number of barriers need to be overcome. Second, the type of change allowed will be determined in large part by the organizational climate. Third, for long term change to occur, educational personnel need to learn how to promote an awareness of needs.

Fourth, change will be implemented more when faculty members participate in each course of action. Several strategies have been developed which are effective attitude change tools. The process of networking and linking are instrumental to programs designed to change attitudes.

Evaluation

Evaluation, like needs assessment, is ongoing in the change process and in the implementation of an equity program. Evaluation serves several functions, including assisting in: 1) the uncovering of ongoing needs and directions, 2) the setting of projected priorities and goals, 3) the establishment of appropriate starting points and activities, 4) the outlining of critical accomplishments for which to strive, 5) the gathering of data for use in programmatic and process decision making, 6) the determining of check points for internal consistency, and 7) the assessment of program progress and/or efficiency.

In addition, evaluative tools can be used to review critically existing change programs and activities. This technique is useful for determining the characteristics of successful programs, e.g. workshops and seminars.

Part II of this project included an evaluation of several successful programs across the country. Based on this evaluation, the following were found to be characteristics of successful attitude

change programs:

1. Formal statements of purposes, goals, and objective are made,
2. There is a fairly narrowly defined target group,
3. A theoretically sound conceptual framework is defined which matches target need(s) with program components,
4. Strategies selected are matched with accepted functions of the parent institution (e.g. post-secondary counseling and community colleges),
5. Comprehensive, detailed directions are given to the program implementers about how to use materials and services,
6. Assessment and evaluation procedures are utilized that provide for both process and product data, and
7. Cost information in per pupil expenditures is made available.

In evaluating these programs, several trends were noted across the states. First, most states have written specifications and/or suggestions for looking at sex bias within their local systems. Second, most states have identified a self-study technique, a plan to assess progress in attitude change, and a plan for both state and local evaluation. Third, several states, in attempting to address all the relevant variables, provide several change strategies from which locals can choose. Fourth, many states support and encourage

the partnership between the state and local levels.

The State of Florida is engaging in these same activities. A statewide equity assessment instrument has been pilot tested. The needs assessment based on this instrument is currently underway. In addition, one purpose of the present project is to review exemploary change programs in an effort to recommend several workable change strategies from which local districts can choose. Finally, the State Department of Vocational Education is actively trying to build networks and linkages that will facilitate sex equity.

Recommendations

As pointed out in the preceding sections, changing attitudes is a process which involves assessing needs, identifying the role of the change agent, choosing an appropriate change strategy, and conducting ongoing evaluation. The implementation of any attitude change strategy is most successful when it is supported system-wide by the administration, faculty, students, and community. The active, committed support of administrative officials is critically important.

With this in mind, a variety of recommendations can be made. In this section, some general recommendations will be followed by specific recommendations for various target groups. In addition, the key components of the change process--needs assessment, networking/

linkages, and evaluation--will be addressed.

Attitude change strategies must be appropriate for a given situation. Thus, before an appropriate change strategy can be recommended, several questions must be answered. These include the following:

1. How willing are the vocational education administrators to encourage sex fair education?
2. What percentage of the available curricular materials is sex-fair?
3. How have the available materials been evaluated to determine their degree of sex fairness?
4. How will the findings of the discriminatory attitudes assessment be disseminated?
5. What resources and information are available to local administrators and teachers regarding sex equity?
6. Has the staff been trained to become aware of sex-biased and discriminatory actions in their teaching?
7. Is there an available sex-equity model against which to compare local progress?
8. Does an unobtrusive, useable intervention strategy exist?

When addressing a specific school system, the questions raised are more specific. The following diagnostic tool was designed by the State of Arizona (S.T.E.R.E.O., p. 35) to identify issues involved in implementing an attitude change program:

1. Motivation -- do the individuals involved in the institution want a sex fair environment? What changes would they be willing to support?
2. Is there a means or pattern of action that is likely to lead to sex equity?
3. What are the acceptable change actions that would be consistent with the values and style of the particular school system?
4. When would the change action be the most well-timed?
5. Based on an understanding of that system's (and the individuals within) needs and capabilities, what is the best method for reducing resistance to change?
6. Do the benefits of sex equity outweigh the costs? If, in their (i.e., the particular school system) eyes, the answer is no, the change agent should design some approaches that might persuade them why sex equity is essential.
7. Do the circumstances (i.e., individuals seeking non-traditional training, teachers being trained to recognize discriminatory behaviors, etc.) permit sex equity to be fostored?
8. Are the resources available to assist in the change process?

Issues involved in choosing and implementing an attitude change strategy become salient only after it has been decided that attitude change needs to occur. This decision is most responsibly made after a thorough needs assessment has been conducted.

In the State of Florida an equity needs assessment is being conducted. Because the results are not yet available, a modified Delphi technique was conducted with the county vocational directors to identify some basic sex equity concerns. The concerns identified are addressed in the recommendations formulated.

The modified Delphi technique involved the construction of a questionnaire based on the information gathered during the review of exemplary programs. A 12% random sample of vocational directors was contacted by telephone and asked to suggest barriers to sex equity and to make recommendations for useful implementation strategies. Based on this information, a questionnaire was constructed and mailed to each of the 67 vocational directors. A follow-up letter and a second copy of the questionnaire were mailed to each respondent. There was an 82% response rate. (A sample of the questionnaire and cover letter is appended)

The frequency of responses to each item on the questionnaire was calculated. The following concerns, listed in order of the frequency mentioned, were identified.

1. Attitudes of counselors and other personnel toward career options for males and females,
2. Attitudes of teachers toward career options for males and females,
3. Assisting students in obtaining employment in non-traditional fields,

4. Attitudes of students toward career options for males and females,
5. Instructional materials that are free of sex bias,
6. Availability of nonsexist career counseling information,
7. staff training in how to overcome sex role stereotyping,
8. Local resources available to assist with sex equity concerns, and
9. An equity model with which to compare staff progress.

Once the needs of a group are assessed and the concerns of the group are identified, change strategies can be planned. Basic to change are the processes of getting people with mutual interests together. A first step in the process is to identify the formal communication networks which already exist. Networking fosters the following activities: setting up resource sharing forums, developing team building workshops, publishing newsletters to share ideas and reinforce efforts, putting together notebooks of workable ideas, identifying funding sources for released time and travel money, setting up committees to review educational policies and setting up ongoing community advocate and review committees. Basically, networking provides opportunities for people concerned about sex equity to share information and to learn to work with each other.

The linkage process is also essential to changing attitudes.

Linkages can be established with existing state and local agencies that are responsible for job placement. In addition, the linkage process assists the vocational community in becoming aware of the affirmative action requirements for business and industry. This is accomplished through identifying specific industries which hold government contracts, identifying vocational instructors who have established information systems of job placements for their students, and identifying vocational educators responsible for cooperative education. Many businesses and industries who do not hold government contracts also have excellent affirmative action programs, and should be included in the linkage process.

Evaluation also needs to be considered an ongoing part of the change process. To assure that the issue of changing sexually biased attitudes is addressed, several evaluative measures can be taken, such as devising an institutional self-evaluation, establishing a grievance procedure, and preparing assurances of non-discrimination. In addition, alternative evaluation procedures should be devised to allow for program flexibility.

General Recommendations for Change

The change strategy selected for a particular program must be appropriate for that program. To insure that it is appropriate the strategy must be carefully planned. Planning for change involves working through a series of stages.

The first stage includes establishing goals and objectives clearly and precisely. Accomplishing this may involve conducting a formal needs assessment or simply raising the questions "where

are we now?" and "where do we want to be?" When setting goals, it is helpful to establish performance criteria requirements that are specific enough for everyone involved to know when the goal is satisfactorily reached. Also, priorities should be established when setting goals.

The second stage involves making a realistic assessment of the immediate resources, e.g. knowing what members of the target group can and will do. This assessment includes identifying potential support and opposition. Once constraints are identified alternative solutions can be proposed.

Proposing alternative solutions is the third stage in planning for change. This stage involves listing as many alternative action solution or strategies as possible, choosing a change agent, conducting a preliminary cost benefit analysis of each alternative solution, and conducting a preliminary analysis of the time needed for each solution.

The fourth stage is the selection of the best action solution. This involves choosing the most appropriate solution for the specific situation.

Once an action solution or strategy is chosen, a plan for implementation needs to be developed. This is the fifth stage. Planning for implementation involves planning the general program and the specific activities. Program materials need to be secured or developed. The plan can be monitored by formulating an evaluation

design to assess the impact or effectiveness of the action solution.

The sixth stage involves implementing the plan. The seventh stage involves analyzing and recycling the plan. The analysis process should involve assessing both the change in individuals, and the efficiency of the plan.

Progressing through these six stages allows for attitude change strategies or solutions to be both planned and monitored. In addition to planned change strategies, several general recommendations can be made for attempting to change sexually biased attitudes. These recommendations were made by states which have successfully implemented sex equity programs. These recommendations include the following:

1. Establish a clearinghouse and/or newsletter,
2. Encourage the development of curriculum materials,
3. Sponsor research and development projects,
4. Develop a lending library of resource materials,
5. Develop materials to publicize the sex equity issue,
6. Set up a materials review committee to examine educational materials for sex role stereotyping prior to purchase,
7. Examine reinforcement strategies for non-biased individuals,
8. Adopt a policy statement,
9. Develop measureable goals and objectives with timetables for implementation,

10. Assess ways to resolve conflicting budget priorities,
11. Secure additional technical assistance, and
12. Improve the regulation formation process.

Many of these recommendations can be incorporated into the existing educational system. For example, a lending library of resource materials can be developed by teachers within one school. Resources can be teaching units, ideas, teacher made materials, such as bulletin board designs, etc.

Specific Recommendations for Change

Florida's vocational education directors were surveyed and asked to indicate which strategies and activities they perceived to be potentially successful for implementing sex equity. The results of this survey are summarized below. One strategy, the use of seminars or training sessions to provide information and training was perceived to be potentially effective by 82% of the vocational directors surveyed. This strategy is examined in detail.

The Florida Vocational Education directors, when asked to indicate which of the change strategies recommended above (i.e., in the General Recommendations for Change Section) would be successful in their county, supported the following strategies:

1. Emphasizing nonsexist career counseling,
2. Developing a career awareness program which emphasizes diverse career options for males and females,
3. Conducting a local needs assessment relating to sex equity,

4. Providing displays and bulletin boards with sex equity materials,
5. Holding in-service seminars on sex equity,
6. Developing a nonsexist student recruitment program,
7. Receiving help identifying and establishing networks and linkages to other sources of information,
8. Adding specially designed nonsexist materials to the curriculum,
9. Reviewing the current curriculum to determine whether it is free of sex bias,
10. Using a consultant to provide equity resources and information,
11. Reviewing current curriculum materials for potential sex bias, and
12. Conducting conferences or training sessions on sex equity, in a trainer of teacher model.

When asked to indicate activities that would assist the implementation of sex equity, the vocational directors supported the following (listed in order of preference):

1. Technical assistance for implementing sex equity programs,
2. Identified goals and objectives to achieve sex equity,
3. A state policy statement on sex equity,
4. Training local staff members to lead sex equity workshops,
5. A series of workshops to disseminate sex equity information and,

6. A lending library of resource material relating to sex equity for each county.

One strategy, recognized as important by vocational education directors is the use of workshops. Effectively designed workshops have been instrumental in disseminating information about attitude change in various exemplary programs around the United States. Workshops can be designed for administrators, teachers, students, etc. Workshops for each of these groups are discussed below.

In designing workshops, it is important that the sponsor be perceived as trustworthy and having good intentions. For this reason, local staff should be included as both workshop planners and leaders. The activities included in the workshop should be based on the existing attitudes of the audience. In doing so, it is important to remember that not all awareness activities are appropriate for every audience. In addition, follow-up activities should be planned that are consistent with the goals of the workshop. A useful strategy is to think of workshop design in terms of the goals of the workshop. For example, networking to identify the most pertinent information and materials for a particular workshop is an excellent way to demonstrate the networking process.

One target group for sex equity workshops could be school and county administrators. When designing workshops for administrators, an awareness of the need for sex equity policies must be created. In-service training should help administrators understand

the provisions of the law. Administrators should also be taught to identify opinion leaders within the state and local community utilize appropriate public relations media, disseminate appropriate materials to teachers in a manner that will enhance their use and develop an affirmative plan of action.

Administrators should be encouraged to build in sex equity as part of their overall policy development. This may require the aid of an outside consultant. It may also provide a chance for local administrators to link with the ongoing efforts of the state education agency with reference to the dissemination of information relating to Vocational Education Amendments. These linkages may include identifying how the state education agency addresses provisions for sex equity in updated five-year and annual plans, identifying whether optional sex equity related funding categories have been funded, linking to civil rights groups that are educating the community on how to monitor legislation and understanding how other sex discrimination laws affecting education are disseminated. In addition, workshops for administrators could include information on the following: law and compliance regulations, strategies to overcome bias, materials for teacher workshops, program planning and evaluation, model programs, administrative and school practices such as hiring, and instructional resource materials.

There are many elements of the sex equity issue of which

vocational education teachers should be aware. One type of workshop could be developed to train vocational educators in the skills necessary to develop and adapt materials. This could include acquainting teachers with existing non-sexist materials, assisting in the acquisition of materials, and developing materials for use by students, parents, and community.

In addition, workshops could be designed to assist vocational education teachers in defining specific problems. Topics could include facilitating the awareness, recruitment, and access to vocational education programs by both sexes and establishing placement services. Workshops on establishing placement services could include information on: 1) working with administrators to clarify the necessity of secondary institutions to assume responsibility for placement, 2) becoming aware of sections of the vocational education legislation that supports placement activities, 3) implementing special programs for training job developers for working in conjunction with industry to develop non-traditional placements, and 4) developing presentations for the small non-government contractor-type employer to raise awareness levels and encourage them to place students in non-traditional areas.

Workshops can also be used to attract post-secondary students. Information disseminated to students through workshops could include: increasing the knowledge of advancement and/or retraining opportunities, identifying formal and informal mechanisms for posting opportunities and

developing a job information network, and identifying existing opportunities for basic job training.

In addition to workshops, other strategies are useful when working with secondary students. Potential vocational education students need to be made aware of the importance of increasing non-traditional enrollment in vocational programs. This can be accomplished by: working through established vocational education student organizations (there is one associated with each of the seven major vocational education occupational areas: trade and industrial, technical, home economics, business and office, distributive education, agriculture, and health occupations), having successful role models serve as guest speakers, and involving more students in non-sexist career exploration programs. Students also need to be provided supplemental non-sexist materials for classroom use.

Students and teachers also need to be taught to establish links to business and industry to communicate the necessity of recruiting and retraining students in non-traditional vocational education programs. This process includes linking with established business and labor groups to gain support and commitment of students in non-traditional jobs, identifying committed business people to serve on mandated advisory councils, and identifying the informal power structure within the community network.

Conclusions

Changing attitudes is a process that involves planning strategies for both short term interventions and long term change. Attitude

change programs are most effective when they are designed to meet the needs of an identified group. To accomplish this, several skills need to be developed including needs assessment, networking, forming linkages, and evaluation.

In addition to developing these skills, several techniques for changing sexually biased attitudes have been shown effective by exemplary programs across the United States. These techniques were discussed. In addition, the vocational education directors in the state were surveyed to determine which of these techniques would be workable in their counties. The results of this survey are included. Finally, the strategy of using workshops as a vehicle for the dissemination of information to various target groups was discussed.

APPENDIX

College of Home Economics
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March 27, 1980

The Vocational Education Amendments of 1976 have brought much attention to equity concerns within vocational education. The present study is an example of the efforts that are being made to focus attention on these issues. We have carefully analyzed more than fifty equity programs from around the United States, and from these, have identified concerns, activities, and techniques for the implementation of sex equity. However, since each area of the country is unique, it is important that those familiar with local settings, priorities, and problems give input to the planning of potential programs for Florida.

The enclosed questionnaire was designed to assist us in developing a pilot workshop on sex equity that would be best suited to the perceived needs of vocational educators in FLorida. As an expert in this area, we are seeking your input and opinions. Would you please take a few minutes and fill out the questionnaire, and return it in the enclosed pre-addressed envelope? Please return the materials by April 4, 1980. All data will be kept confidential. The number on the questionaire is for tabulation purposes only.

We thank you for your time and hope that you will be able to participate in the pilot workshop.

Sincerely,

Elizabeth J. Hogeland

Elizabeth J. Hogeland
Research Assistant

Susan Thomas

Susan Thomas, Ph.D.
Project Director

Sex Equity Survey

1. The following concerns may be important to vocational educators in achieving sex equity. For each concern, determine whether you believe it is VERY IMPORTANT, SOMEWHAT IMPORTANT, or NOT IMPORTANT for achieving sex equity in vocational education in your district.

	Very Important	Somewhat Important	Not Important
a. Availability of nonsexist career counseling information	___	___	___
b. Instructional materials that are free of sex bias	___	___	___
c. Attitudes of counselors and other personnel toward career options of males and females	___	___	___
d. Attitudes of teachers toward career options for males and females	___	___	___
e. Attitudes of students toward career options for males and females	___	___	___
f. Barriers that may keep students from entering nontraditional vocational programs	___	___	___
g. Assisting students in obtaining employment in nontraditional fields	___	___	___
h. Local resources available to assist with sex equity concerns	___	___	___
i. Staff training in how to overcome sex role stereotyping	___	___	___
j. An equity model with which to compare staff progress	___	___	___
k. other (specify) _____ _____			

2. The following types of activities have been used in various settings in diverse geographic locations to achieve sex equity. Since not all techniques will work is all settings, please indicate those techniques which you believe would probably be VERY SUCCESSFUL, SOMEWHAT SUCCESSFUL, or NOT SUCCESSFUL in your district.

	Very Successful	Somewhat Successful	Not Successful
a. Emphasizing nonsexist career counseling	___	___	___
b. Reviewing the current curriculum to determine whether it is free of sex bias	___	___	___
c. Adding specially designed nonsexist materials to the curriculum	___	___	___
d. Developing a career awareness program which emphasizes diverse career options for males and females	___	___	___
e. Holding in-service workshops on sex equity	___	___	___

	Very Successful	Somewhat Successful	Not Successful
f. Conducting conferences or seminars on sex equity	____	____	____
g. Reviewing current curriculum materials for potential sex bias	____	____	____
h. Conducting a local needs assessment relating to sex equity	____	____	____
i. Using a consultant to provide equity resources and information	____	____	____
j. Receiving help identifying and establishing networks and linkages to other sources of information	____	____	____
k. Developing a nonsexist student recruitment program	____	____	____
l. Providing displays and bulletin boards with sex equity materials	____	____	____

3. Different types of activities are taking place across the country. Place a check before each activity that you would like to see implemented in Florida if funds were available.

___ a. A clearinghouse with sex equity information
___ b. A statewide newsletter addressing sex equity information
___ c. A series of workshops to disseminate sex equity information
___ d. Support for the development of nonsexist materials
___ e. Support for research efforts in sex equity
___ f. A state policy statement on sex equity
___ g. Goals and objectives to achieve sex equity
___ h. A timetable for the implementation of sex equity goals and objectives
___ i. Publicity campaign relating to Title VII and Title IX
___ j. A lending library of resource materials relating to sex equity for each county
___ k. Training of local staff members to lead sex equity workshops
___ l. A state review committee to examine curriculum materials for sex bias
___ m. A system of pay incentives for incorporating nonsexist materials and programs
___ n. Technical assistance for implementation of sex equity programs

4. Because problems in the area of sex equity are often situation specific (e.g., community resistance, unsympathetic supervisor, etc.) which of the following techniques would LEAST fit in your district?

___ a. Bringing in an outside consultant to work with the staff
___ b. Identifying the interested staff members within the district to work on equity issues
___ c. A combination of outside consultant and local staff members working together on equity
___ d. Other (specify) _____

5. Why do you believe sex equity is important in vocational education? _____
_____

6. What do you believe is the one single most important factor which hinders the implementation of sex equity in vocational education? _____
_____

Thank you for your time and thoughts. Your ideas are important in helping us plan future activities relating to sex equity.